

Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



CHICAGO NUMBER

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Published by
AMERICAN FEDERATION
of TEACHERS



327 So. La Salle St., Chicago

Single Copy 15c—Yearly Subscription \$1.00

Foreword

The American Teacher is inaugurating with this issue a new policy. This policy, it is hoped, will bring into closer relationship the locals and the national office, and give assistance in working out our aim of solidarity and national thinking on educational problems.

The proposed plan is that locals in sections of the United States publish, from time to time, their material in special numbers of the American Teacher. Their problems and constructive programs will thus reach a much larger group than when given by local bulletins, and the value and interest of the American Teacher will be increased.

Each of us has a local situation to explain, which will be illuminating to other teacher groups and to the public generally. Each has a story of its attempts to apply progressive educational policies to that local situation and the story of the reactions to those attempts. Thus, educationally, the plan will allow the presentation of reports of continuous laboratory experiments in public education carried on by class room teachers. Thus the American Teacher will come to mean more professionally to our members, and at the same time make them realize how completely it is *their* magazine.

The April number, the first to appear under this plan is The Chicago Number, published by the Chicago Federation of Men Teachers, Local No. 2 and the Chicago Federation of Women High School Teachers, Local No. 3, George W. Tanner and Dorothy Weil, Editors. The Chicago situation from the point of view of these groups is given to the public.

The May issue will be a Twin City number. Later there will be a New York number, a Pacific Coast number, a Southern number, a New England number, and others, it is hoped. May we have an expression of opinion from you on this policy?

—Florence Curtis Hanson.

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The American Teacher

Entered as second class matter October 20, 1924, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in section 1103, Act of February 28, 1925, authorized November 3, 1926.

Volume XI, No. 8

APRIL, 1927

One Dollar a Year

Greetings

James A. Meade, President, Chicago Federation of Men Teachers, Local No. 2

The Chicago Federation of Men Teachers appreciates the opportunity presented by this Chicago number of *The American Teacher* to extend fraternal greetings to the organized teachers of America.

In common with all real teachers we recognize that our first duty and greatest privilege is our daily service to the children committed to our care by trusting parents; and we are certain that the classroom teachers who realize most keenly their great privileges and obligations are precisely those who have associated with their fellows in unions, and have affiliated with other organizations of workers in the American Federation of Labor. They have done this, not in the spirit of self-seeking, nor of taking part in a class conflict, but simply as a means of functioning better as American citizens.

In former times it was believed generally that teaching was something which could be done satisfactorily by almost anyone; and to this day that notion prevails to a certain extent among many people. The organization of The American Federation of Teachers in 1916 was inspired by a determination to raise the standards of education in America and so make teaching a real profession. Teachers began to realize that there is no virtue in mere weakness, and that only in organization may be found the ways of strength and dignity and self-respect which are characteristic of a profession.

The Chicago Federation of Men Teachers has striven consistently to overcome the many obstacles which lie in the way of such effective daily service as America demands of her teachers. Those of us who for many years have experienced the joy of association with our fellow teachers in the attempt to solve some of our difficult educational problems know that at least

(Continued on page 4)

Beulah Berolzheimer, President, Chicago Fed. of Women High School Teachers, Local No. 3

In these days of unrest, the refuge of the ivory tower, with all that it connotes of seclusion and serenity, has been taken from teachers as it has from almost all other professional workers. To teachers affiliated with organized labor the closing of that door of scholastic sanctuary has been especially sharp. No longer can they look at John and Mary as mites about to receive a blessing from on high, a blessing which will cover each student so completely that henceforth sweetness and light will be his portion forever. Instead, these teachers have been forced to scrutinize each student in the class, each subject in the curriculum, each action of the Board of Education, each statute of the city, and each law of the state, in order to weigh and determine both its structure, and its influence on the social fabric.

The teachers of today have become an inquiring instead of an accepting group. When teachers first discover that the boy whose keen appreciation and fine understanding have made the literature class a joy is to graduate into the steel mills where he will work twelve hours on the day shift and fourteen on the night, they take one long step into the realities of an economic society. That the steel mills are now on an eight-hour basis helps them to recognize the possibilities of social adjustment. Therefore, when the eight-hour law for women is proposed, teachers test it not in and for itself, but for its potential effect on the children they teach. If mothers work shorter hours, properly safeguarded, will their children be stronger, more alert, better able to assume the duties of citizenship? In the same way, they investigate the city ordinance regulating street trades, to discover how that will affect the hours and the associates of the children for whose education they and

the city are jointly responsible. When the Board of Education increases classes to such size that only the energetic, voluble child gets opportunity for self-expression, the teacher must present publicly the cause of the diffident, slow, self-conscious student. To search for a knowledge of actual conditions first, and then to base instruction on that knowledge is more than ever the task of the conscientious teacher.

The barriers between the surging tide of our industrial civilization and the quiet back waters of scholastic isolation are thus crumbling. For the community, that means an analysis of conditions and motives to make possible more humane solutions of the conflicts between group and group. For the teacher, it means a tasting of life from many sources, a broadening of horizons, and a sharper and more complete comprehension of the problems which her students must face. For the child, it means better preparation from both community and teacher, so that, unafraid, he may leave the shelter of the school to face the realities of life, and shape them into a stronger and finer citizenship. The days of detachment from life are ended.

Those of us interested both in constructive education and in the purposes of labor must take the problem boldly in our hands. It is ours to solve.

EDUCATION AND BUSINESS

What makes for efficiency in business, makes for inefficiency in education. Take the demand for results. In business you know what you want and you know when you have got it. Not so with education; there, we cannot ask for immediate results, or results that can be measured in any definite way. We can test whether the student has learned his lesson, not whether his mind has grown. Intelligence is too elusive to be pinned down in such an obvious manner. Only a lifetime can measure the success of an education, and sometimes even that is not enough, for ideas may not bear fruit until a generation or two have elapsed.—Raphael Demos, in the *New Haven Yale Review*.

"The most effective way to make it possible to translate policies into class room habits and technique is to have the teachers assist and cooperate in the formulation of program or policy."—Dr. E. A. Fitzpatrick in *"The Teachers' Responsibility to the Board of Education," School and Society*.

(Continued from page 3)

one important result achieved has been the broadening of our sympathies and a real intellectual quickening. Certainly, teachers more than all others need to rise above the limitations imposed upon them by the necessary daily routine of their jobs, and one way to accomplish this is to take an active part in the social, intellectual, and political life of their communities.

The sums spent on public education in the United States are justified solely by the necessity of providing for our country, sovereign citizens, capable of thinking straight on public questions, of discriminating between truth and propaganda, and having the character and courage to resist corruption and usurpation in high places.

How can this result be achieved with a teacher personnel cowed and ignored, and helpless before the arbitrary and often ignorant demands of those who are endowed with a little brief authority? There is but one answer—organization, and self-discipline, and the scientific approach to all our problems.

Because of a system of taxation obsolete as an ox-cart, administered with very little regard for law or justice, but remaining unchanged because it is profitable to powerful commercial interests, the schools of Chicago continually are starved for lack of revenue. This situation accounts for the propaganda seeking to convince the public of the educational validity of enormous school buildings, large classes and other teaching conditions which every sincere lover of children knows to be impossible and wrong.

The answer of the high school teachers of Chicago has been to institute mandamus suits against the State Tax Commission and the Cook County Board of Review, in order to compel obedience to law, and thereby secure needed funds for the schools.

The school engineers of Chicago have a one hundred per cent union and because of this fact have secured remuneration and working conditions which are highly satisfactory. Are the teachers intelligent enough to profit by this example?

"A nation which lets incapables teach it while the capable men and women only feed it, clothe it or amuse it, is committing intellectual suicide."—Edw. L. Thorndike, *"The Bulletin" of the Milwaukee Teachers' Association*.

The Chicago Situation: Some Lost Spiritual Values

Marian C. Lyons, Chicago Federation of Women
High School Teachers, Local No. 3

Scope of the Article

This article presents primarily the local school situation in Chicago as it affects the high schools and their work, since that is the phase of the situation best known to the Federation of Men Teachers and the Federation of Women High School Teachers, the two Chicago organizations affiliated with the American Federation of Teachers. It will not go into detail in regard to important matters treated elsewhere in this bulletin, but will show how, contrary to the many published statements, concerning the present great efficiency of the Chicago schools, these matters have contributed to the loss of many imponderable values of far greater importance than mere mechanical efficiency.

History

In order to understand the attitude of the high school teachers at the present time, the reader must know something of the events occurring in the last few years. School conditions here are greatly affected by the rapid growth of Chicago, with its attendant enormous increase of pupils in the high school, and by the fact that during the years of the war and those immediately following it, there was an almost complete cessation of the building program of the schools. In order to handle the crowds of pupils, the "shift" system was adopted as supposedly a temporary measure. By this plan, groups of pupils and teachers arrive at various hours in the morning and leave at corresponding hours in the afternoon, so that the building is in constant use from 8 a. m. until 5 p. m. with evening school beginning at 7 p. m.

Such a system naturally presents difficulties in program making, as every room has to be used as a class room almost every hour of the day to accommodate the pupils. Two or more teachers occupy the same room and often use the same desk, thus at some periods of the day a teacher does not have access to her own records and other working material. The program presents such complexity and such constant use of rooms that often neither space nor time is available for conference between pupils and teachers. Principals who have been able in the past to keep classes down to an average of thirty or thirty-three find this impossible, and classes of forty and fifty are made. Fearing that these conditions of big schools and big classes, necessitated by the war and by post-war deflation, would become permanent, the teachers formed speakers' bureaus and sought opportunities to present before labor and civic organizations the teachers' views on a score of educational matters, among them the bad effect of this overcrowding. They worked constantly for the class of twenty-five and the school of 2,000 or less. Friendly associations with many groups were formed and the teachers gained a higher position in the esteem of the community.

This was the more readily accomplished as the campaigning was done with the approbation of the superintendent of schools, Mr. Peter A. Mortenson, who felt that the public must be aroused to the gravity of the situation. A spirit of unusual harmony and good-will prevailed between the teachers and the superintendent, and teacher morale was high.

Councils

Another cause of this excellent morale was furnished by the system of teacher councils, meeting on school time. [See article on Councils.]

Contact with Superintendent Broken

About this time a change was made in the superintendency, and before the end of the semester the councils were abolished. No adequate agency for pooling the combined experience of the teaching force has been substituted.

Another change instituted related to conferences between teachers and superintendent. A hierarchy of officials was established, whereby a teacher or group of teachers who wished to present an educational matter to the superintendent could no longer address him directly but must first discuss this matter with their principals. If favorably inclined to the project under discussion, the principal would relay it to his immediate superior, and so, through various officials, it might eventually reach the superintendent. Now, no person is a transparent medium. No superior can in an unbiased and accurate fashion, transmit the ideas of his subordinates, particularly if these should question features of his own policy. Furthermore, this method made no provision for ideas which were the result of teacher consultation in an organization. Communications from teacher organizations were, however, intended to follow the same route. In two cases, such communications on matters of general school interest sent to the superintendent, were returned to the principals of the presidents of those organizations. Certainly teachers value direct contact with their principals, but feel that public education is today so vital and so complex a task that they wish to preserve all opportunities for inspiration and enlightenment to be gained by direct contact with their superintendent.

Another device for securing contact and unity in the system was shut off by the discontinuing of the all-day conferences established by Mrs. Ella Flagg Young. These had met twice a year on school time and afforded the teachers opportunity to hear an address from their superintendent, and to come together from various schools to discuss the problems and unify the procedure of the several departments such as English, Social Science, Physics, etc. The net result of breaking these established lines of contact was a general and definite lowering of teacher morale. All connections, except that with the Chicago Federation of Labor, made by teachers

with outside organizations languished. Any public discussion by teachers which did not extol the present situation with its overcrowding and large classes was frowned upon.

During these months there appeared to be a concerted effort on the part of some prominent local newspapers to give the public the impression that the Chicago schools were at the time in a very bad way, and that the teachers generally were unprofessional in attitude and unprogressive in pedagogical practice. Very soon afterward came the announcement that a few junior high schools would be established in elementary schools revamped for the purpose, that several new junior high schools were to be built, and that several elementary schools were to be platooned. Newspaper reports of remarkable improvements, due alone to the new administration, then followed, and the public generally must have gained the idea that the inadequate Chicago principals and teachers had been galvanized over the week-end, as it were, into industrious, intelligent, obedient disciples of new methods, unknown here before.

Now it is entirely probable that some improvement did need to be made, especially as the cessation in building had left the schools laboring under serious overcrowding caused by absorption in the war. Yet surely these changes could have been made in a manner to arouse the interest and elicit the support of the very people who must be trusted to carry out the new plans. System is not incompatible with good will. In the case of inaugurating new methods, enlightened business today calls upon the combined experience of its workers. In Chicago the innovations were accompanied by the constant suggestion that teachers were obstructionists. In some important details, the new methods determined upon, such as increase in number of pupils per teacher and in the use of standardized tests as the sole evaluation of pupil-progress, teachers felt that the changes were away from the best pedagogical practices and toward mass instruction and mechanization. Surely teachers owed it to their professional self-respect to say so.

Registration Introduced

Another innovation which aroused much antagonism and lowered teacher ideals was the introduction of the double daily registration. An efficiency firm hired by the Board of Education to suggest means of cutting down expenditures declared that much money was lost because absent teachers were not accurately checked up.

Teachers, as professional workers, objected to the practice and contended that it was entirely unfair to punish thousands of honorable people for perhaps forty dishonorable ones. The claim that the practice has saved thousands is somewhat discounted by the fact that a great amount of substituting has been done by supernumerary teachers already on the pay roll. The registering system is the more irritating

to the teachers since they are sure that other suggestions made by the same efficiency firm, but directed at waste involving other employees of the Board, have never been put into operation.

Supernumeraries

Through the rapid establishment of junior high schools, attendance in the senior high schools decreased. Some of the latter were found at the beginnings of semesters to have more than their quota of teachers. These supernumeraries as they are termed, had to be shifted to other schools or to substitute work traveling about the city from school to school. Among these teachers were some who had been regularly assigned to the school which later had no place for them. The number dismissed was increased by orders coming to the principals that the number of pupils per teacher was to be changed from 33 to 35. This order caused much added labor, as it came after principals had arranged their program on the old quota of teachers.

Larger Classes

To justify this increase in size of classes, the assertion was made that teachers can teach forty-five or fifty as well as twenty-five. Results of tests in spelling, penmanship and arithmetic were quoted to substantiate this claim. Now both children and grown people in large numbers can be drilled, but, as Professor Dewey says, that training is not education. If the results are to be uniform, then numbers are not very important, but numbers do militate against progress most effectively in those studies in which variety of results is sought. Again, numbers count against good results if the subject matter demands individual performance by the pupil, teacher comment, and further effort by the pupil to secure better performance.

Economy Program

At about the same time, a program of economy was ordered, by which various courses in different schools, largely shops and crafts, and their equipment were transferred to other schools; it was charged in some cases even to schools in which fewer pupils had registered in the classes than in those in which classes were discontinued. This curtailment again threw some teachers out of their immediate positions, made it necessary for others prepared in shop teaching to handle academic classes, and added to the anxiety of many of the younger ones who wondered more and more just what their appointment meant. Finally, this economy program was unpedagogical, since many discontinued classes had been put in because they answered a real desire on the part of the pupils. Thus they were in harmony with modern theory which puts the pupils' own interests and activities at the foundation of curriculum making.

School Finances

The matter of the finances of the Board of Education has also presented much perplexity to the citizens of Chicago this year. First there was a state-

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ment that there would be a deficit of \$3,500,000 in the educational fund Jan. 1, 1927, and that an increased tax rate would be required to keep the schools open. Later Miss Margaret Haley proved, and the Board later acknowledged that, instead of a deficit, there would be a surplus of \$4,500,000 at that date. The Federation of Women High School Teachers at once petitioned the Board to restore the old quota of pupils per teacher, since there was evidently no special occasion for retrenchment. Nothing was done however and some classes of forty-five and fifty continue to exist. [See article on Teacher Load.]

Clerical Work

In addition to the strain of big classes there is the irritation produced by an increased mass of clerical work, all of which takes time from the work for which the teacher was trained—teaching. (See article on "Effective Teaching.")

New Tests

The clerical work is increased by the greater use of tests of different kinds. The classes being too large for the teacher to know the pupils' grasp of the lessons, the teacher must resort to weekly or bi-weekly tests. Often there are departmental diagnostic tests. Other tests are sent out from the superintendent's office. One discouraging feature about most of these tests is that so often nothing constructive comes from them. Although the results of any diagnoses may show which pupils need special help, almost no teacher has time or strength to apply the individual remedy needed.

An objection to any over-emphasis on tests is that some teachers may make preparation to pass such tests the main objective of a course. In Dr. Hart's article in the March Survey Graphic on the Chicago situation called "What Price System?" he says the new use of tests "seems to many teachers a deliberate attempt to secure order by mechanizing instruction, reducing the teacher to an automaton, and the pupil to a memory machine."

Pupil Failure

On several occasions there have emanated from the superintendent's office suggestions to the effect that pupil failure should be reduced to the vanishing point. As if in obedience to this suggestion, there has been an increased number of pupils passing this year. A questionnaire sent recently to high schools showed practically all of the teachers agreeing that this higher rate was due to lowered standards, in several cases to decrease in amount of work, or to dropping, before the close of the term, the pupils sure to fail.

Gifted Pupils

Special classes are often arranged for the poor pupils, but for the best ones, those who ought to be receiving extra assistance to prepare them for leadership in the community, little is done. Mass instruction and concert recitation are used much; little individual care can be used in big classes.

Teacher morale is hit hardest by this condition—the impossibility of doing what ought to be done for the pupils.

Emeritus Service

The passage of the Emeritus Service Rule was another disturbing factor in the Chicago situation. [See Emeritus Service.]

Lack of Courtesy for Deceased Teachers

Another departure from established custom has aroused deep indignation. For years schools have taken sympathetic notice of the demise of a member of the faculty. At present this courtesy has seemed to be regarded as unwise since it may interfere with the regular conduct of classes. In the case of a proposed memorial for a much-beloved principal, such a line of reasoning was used with the committee of teachers that they felt they must hold the exercises at lunch time when classes would not be disturbed. In the case of the funeral of an assistant principal, who had served his school for thirty-five years, the directions were that no one, not even the principal, could attend the funeral, held in school time, without loss of salary for the time missed. Surely no business firm which desires to arouse and to keep good will in its employees, uses this hard regime with them. Yet in Chicago, teachers who retire with even thirty-five years of continuous service are given a mimeographed acknowledgment of their resignation without a single word of appreciation of their effort. The purpose with the teachers is evidently to keep them at the job all the time. But is the "iron hand" really effective? Do educated people do their best at a work which has definite spiritual aspects when they feel that they are being driven?

VACATION

You cannot do better if you are going east, to Washington, Philadelphia, Gettysburg, than to plan a stop at Deer Park, Md., 100 miles east of Pittsburg and 200 miles west of Baltimore in the heart of one of the wonderlands of America. Forest, woodland, mountain streams, shady dells, walks and drives in a cool, bracing, invigorating atmosphere are the good fortune of the vacationist in this delightful spot.

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Shall we motor down or go by way of the "Union Road," the Baltimore & Ohio?

Democracy in Education

By William J. Bogan, First Asst. Supt.
of Schools, Chicago

Democratic government presupposes an educated people, a people imbued not only with knowledge and civic virtue but with ideals of liberty, equality, fraternity, and the desire to apply this knowledge, this virtue, and these ideals in everyday relations.

These virtues cannot become practical by merely taking thought. They must be worked into the fabric of our hopes, our fears, our acts, our dreams. No pupil can hope to become a good citizen until he has served a long apprenticeship in citizenship. He must be introduced gradually to the responsibilities, privileges, rights, and duties of the citizen and in his school life he should be given opportunities to acquire experience in governing himself and in governing his fellows, for today he is a child, a pupil; tomorrow he is a man, a voter, with the destinies of the people in his hand, in his ballot. If, when he is given the franchise he lacks the knowledge necessary to its use and the idealism which should accompany knowledge, the nation can expect little aid from him.

To teach citizenship, character, independence and idealism to pupils in a democracy we must have teachers of courage, with faith in democracy and willingness to suffer if necessary in this righteous cause. That sacrifice may be necessary is shown again and again as the heavy hand of privilege descends upon the teacher who ventures to discuss the questions of economics that have been labeled taboo by those in the seats of the mighty. To secure the best instruction in citizenship the schools need teachers with a scientific, a professional point of view—teachers willing to face facts and be guided by them, whether the facts prove or disprove pet theories or traditional beliefs. Without this detached, impersonal attitude the teacher is unable to develop clear, unbiased thinking on civic problems. He is likely to appeal to the emotions rather than to reason. If he lacks a scientific background he is at the mercy of every educational quack with nostrums for sale. His natural endowment and teaching experience may give him a beautiful educational background but this equipment the educational theorist is sometimes inclined to ignore. The

teacher usually finds it difficult to present his views because, particularly in secondary schools, he is so individualistic that he will not work well with the group. He dislikes to bend his will to the yoke of organization and yet he knows that as an individual his plea for what he thinks best for the pupils will in all probability prove ineffective. The public is strongly inclined to sympathize with the teacher, but directors of research and statistics emphasize the need for facts. They resent mere emotional appeals. The teacher should meet them on their own ground.

The differences in these points of view are illustrated by the manner in which proposals (1) to establish platoon schools, and (2) to increase the size of classes in elementary and high schools have been received.

Many teachers, feeling that the principle of the platoon school was wrong, attacked it viciously and unscientifically and thereby created considerable favor for it, whereas a scientific appraisal would doubtless show that the advantages of the platoon school have been greatly over-rated and its serious disadvantages minimized. In education there is a tendency to run to extremes and to ascribe merits to the new that are partly imaginary. The platoon school seems to be a case in point. Many educators seem to regard it as a panacea for the ills that education is supposed to overcome but the educational world has not yet accepted it as a substitute for the traditional type of school. In fact, some educators maintain that the older type with simple modifications is superior to the platoon school. A scientific appraisal is needed to end the controversy.

The history of the fluctuation in the size of classes, for the past century should cause even the scientist to hesitate before giving his approval to the idea that the teacher can do as effective work with large classes as with small ones. In days of old the large class was an economic necessity. Hence bright pupils monopolized the time and attention of the teacher. The dull ones were out of luck. Those who had a strong desire to learn received some education; the others left school. For years the public accepted this condition as a matter of course but slowly a new

idea began to leaven educational thought and practice. Someone discovered that not all individuals were alike. Individual differences became subjects of discussion in teacher institutions, but everyone recognized that to provide adequately for individual differences small classes were necessary. John Dewey in his School of Education at the University of Chicago attempted to prove that six in a class is comfortable but twelve is a crowd. The idea spread rapidly through the private schools and in time affected the public schools. "Reduce the number of pupils in the classes" became an educational slogan. All over the country, hamlet and city took up the cry and the place with smallest number per class became the educational center of the world. Slowly but surely the numbers were reduced in nearly every part of the United States until one of our periodic waves of economy began to wash the sands from beneath our educational foundation. Economy became the watchword. Then the scientist came to the front and said that his investigation showed that classes of 45 were quite as efficient as classes of 25 under similar conditions. In fact he regards 45 in the elementary school as an ideal number. He is supported by some principals and superintendents who say, "It is as easy to teach a class of 45 as it is to teach a class of 25." But you will not hear them say, "I should prefer to teach 6, 7, or 8 classes of 45 to the same number of classes of 25." "If the large class is as efficient as the small one the private schools should increase their numbers and advertise the fact. Instead they continue to advertise small classes and individual instruction. They advertise their facilities for athletics but they never offer large classes as a bait for the wavering parent. Apparently, however, the so-called scientist will have his say and from now on we may expect to see the educational King of France marching his men down again to the standards of the Middle Ages.

If teachers will provide a scientific appraisal of the benefits of the large class they may learn that the so-called benefits are a delusion. Thousands of educators with sanity, good judgment, and respect for the professional look upon the acceptance of the large class as a repudiation of the lessons of experience.

Our schools will never be truly democratic until education is provided for all, regardless of

economic conditions. Victor Olander, John Fitzpatrick, Margaret Haley and many others who fought valiantly against the demand that in order to secure efficiency vocational education should be carried out under a separate system, can testify that the most difficult argument to meet was contained in the request from big interests to the Illinois educators: "Let us take your public school discards and try to give them more education. You have done your best with them and have sent them into industry with your blessing. They are lost to your school. Why do you refuse to let them come to us?" The only answer that could be made was that the schools should and would take care of the unfortunates doomed to leave the regular school at an early age to enter industry. The public school system of Chicago through its Continuation Schools is trying to carry out this promise, but it finds opposition from many sources. Employers do not all recognize the value of this type of education and the taxpayer seems to think that his duty has been performed when he has provided high school and college and professional education for the children of the wealthy and well-to-do. What a queer type of democracy that would bar children from education because of poverty! With a 16 year law for all, and strong prevocational and practical arts courses as part of the scheme of general education, real vocational education for those who wish it and are fitted for it might begin at 16 years. Specialized vocational education should not begin before that age except in cases of emergency. With a foundation of general education such as might be obtained before the age of 16, the criticism of premature specialization would no longer hold against vocational education. The work of the Continuation Schools should be extended at once to every worker in industry up to 17 years of age, for the interests of democracy demand this. As a result of our present type of teaching many pupils leave school to go to work while many continue in school to avoid work. Thousands leave school as soon as the law permits and hence receive little benefit from school during their most plastic period. Unless they attend continuation school the teachings of democracy will never reach them and as voters they may sail the ship of state into uncharted seas without rudder or compass or cap-

(Continued on page 12)

What Is Necessary for Effective Teaching?

By C. B. Vestal

Given as a radio talk from Station WCFL (Chicago Federation of Labor).

For nearly 20 years I have been a teacher of young people, boys and girls between 14 and 18 years of age, in public high schools. For almost 16 of those years I have been where I still am, in the Carl Schurz High School, Chicago. I believe that it is now the largest high school in Chicago, and probably one of the largest in the United States. Its enrollment is about 6,500 pupils, in 4 grades only—the ninth, tenth, eleventh, and twelfth. I have also taught in smaller high schools before coming to Chicago. So that when I talk about the problems of high school teaching I am not merely theorizing about them from a comfortable distance or elevation. I meet them face to face every day.

In many respects our public schools of today are superior to any which the world has yet seen. They are better equipped, are housed in more comfortable and more sanitary and safer buildings, are better organized, have a richer course of study, and a more able teaching staff than has ever been known before. But with the recent enormous growth of popular education the problem of taking care of large numbers of school children has brought gray hairs to many a superintendent and principal. The resulting congestion has made unavoidable a certain lowering of standards, and is by way of obscuring our ideals of what real education should be. It is a certain phase of this situation that I wish to describe to you, a phase of it that the teacher is up against every day, because I believe that if you understand the situation you will hesitate to blame the teacher or the school when your boys and girls do not do quite as well in school, or take quite the interest in it, as they do and take in their sports.

You do not need to be a teacher to understand that the boys and girls of high school age today are not much interested in learning for its own sake. There is nothing unwholesome in this, but it is a great primary fact with which the teacher has to deal directly. The children's incentives to learn do not come from the subject matter, but they come either from rewards and penalties, or from personal interest and help and inspiration from someone they look up to—parents or teachers or older friends. The farther we get

from the personal interest side of education the more emphasis we are obliged to lay on the rewards and penalties.

It should certainly be part of the function of the teacher to take this personal interest and to supply this inspiration, and good teachers make a conscientious effort to do it. But suppose classes are so large that this becomes very difficult? In that case you who have children in these classes are likely to experience some disappointment at the lack of interest taken in those children as individuals. This is exactly the situation now in most of our high schools. Classes are so large that the opportunity for direct contact between teacher and pupil is very slight. To make it possible, classes should not be larger than 25 pupils. But classes under 30 are unusual in our high schools while classes of 35 to 40 or 45 are common, and classes of 50 and even 60 are not unknown.

Now perhaps there are people who will tell you that just as good teaching can be done in the large classes as in the small ones. I do not believe that this is true. Of course there are in the teaching profession—just as in other professions, persons who are incompetent or lazy, and who would therefore not do good work even under ideal conditions. But you may take it for granted that the great majority of the Chicago teachers are conscientious and hardworking. They are no more anxious to "flunk" your boy and girl than you are to have them do so. But if classes are so large, and each teacher has so many classes, that little personal attention can be given to the individual pupil, the result may be indifference and carelessness and discouragement on the part of the pupil—and from that, of course, comes poor work, and red marks on the report cards.

Now, of course, if all our high school boys and girls were acutely eager for the kind of education we offer, if they were all mentally alert and quick, if they were all able to concentrate entirely on the matter before their minds, if all teachers had pleasing personalities and were experts at clear and interesting explanations, if weariness and monotony never entered into the

day's activities—in short, if human nature could be entirely remodelled nearer to our ideals, then, and only then, there would be no objections to classes as large as could get within hearing distance. In fact, a few hundred teachers could serve the whole nation by simply having pupils assemble in large halls equipped with good radio receiving sets, and tune these in on some central broadcasting station at which the lecture was going on. In fact, we might even substitute talking machine records for the teacher, just as we substitute them for the musical performer. But it is safe to say that, so long as education is a human thing, a spiritual thing, if you please, just that long the personal relation between teacher and pupil will be the most important thing in it. Education cannot be poured into the mind of youth. The minds of your boys and girls are not mere cavities to fill; they are living organisms to build, and the pupil himself must take an active and interested part in the process, or it will not occur. But a class of more than 25 pupils greatly diminishes the opportunity of each member of it to take that active part.

Then there is another group of circumstances which interferes to a considerable extent with satisfactory teaching in the high school. I wonder how many of you have any notion of the amount of record making and clerical work which is required of the high school teacher in Chicago? Let me try to give you a rough idea of it.

First, of course, each teacher has to keep a careful record of the attendance and tardiness in his or her own classes. Also there must be kept a careful record of what the teacher thinks is the quality of the work being done by each pupil—the pupil's mark, as taken from time to time. You can easily see that when a teacher has charge of from 125 to 200 or more pupils a day this record keeping alone is a considerable distraction from straight teaching. These records, however, must be made originally by the teacher. No one else is competent to do it.

But if this were all there would be little room for objection on the part of the teacher or parents. In addition to their classes, however, most high school teachers have to take charge of the final records of a group of from 30 to 50 or more pupils, usually not in her own classes, which is known as a division. She meets these

pupils every day for a period of 10 to 15 minutes for the purpose of taking attendance, collecting excuses, etc. But the chief purpose of the division is to distribute among the teachers some of the enormous amount of clerical work which is demanded in the large high school. Perhaps I can most easily give you an idea of the things the teacher in the high school is expected to do besides teach, by reading to you a miscellaneous list of those which come up in the course of a half year. Some of these duties are routine and some are irregular. Well, here goes:

Taking class attendance, taking division attendance, collecting excuses, recording tardiness, making out summary sheets, making out exchange sheets, making out class grades, making out report cards, making out scholarship sheets, making out final record cards, making out semester membership average, making out semester attendance average, (these last two items to three places of decimals), making promotions, making out subject failures, giving pupils advice on programs, supervising the making out of these programs in duplicate, checking up on the correctness of these programs, signing one copy of each and sending it to the school office, making out and sending in to the office a report on division enrollment by courses, checking up on pupils out of the district, checking up on non-residents, sending to office an alphabetical list of pupils in the division along with two or three other items of information about each, making out in duplicate and sending to the office the teacher's schedule of classes, making out in duplicate and sending to the office a card of private information about the teacher, making out and sending to the office reports on sizes of classes and divisions, sending out absence notices to parents, making out and posting absence slips, checking up on absence slips received, assigning lockers, issuing locks and keys, collecting locker fees, making and filing a record of locks, lockers, keys and fees, getting new keys made to replace lost ones, collecting charge for these keys, seeing to replacement of damaged locks, seeing that lockers are kept in repair, looking out for disorder in the halls, answering telephone calls from the office (usually interrupting a class to do this), having class interrupted to read a bulletin from the office, having classes interrupted by tardy pupils bringing admit slips, having classes interrupted by janitor coming in to get waste baskets or to inspect lights or to replace a lamp or to read thermometer or to wash windows, making out list of locks for lock custodian, sending list of lockers to the office, lending extra key to pupils who have lost or forgotten their own, issuing free text books, filing a record of these books, collecting these books and examining same for condition, collecting and turning in fines on damaged books, checking up on due library books, issuing instructions about lunch periods, also about study periods and places, making up division honor roll, appointing division delegate for school

paper, appointing division delegate for school semi-annual, supervising collection of subscriptions for the semi-annual, taking up benevolent collections and accounting for same, collecting locks and keys, returning locker fees, watching office bulletin board, signing in and signing out.

I doubt whether that is all, but it is enough to give you some idea of what the teacher is up against besides the job of being a real teacher to six classes a day, and a period of study room supervision. To be sure, some of these things occur only once a half year and others only a few times in the half year, but many others occur every day, or even several times a day. Also, some of them are much longer jobs than their names would imply. Many of them, in fact most, have to be done for from 30 to 50 or more pupils. It may also be said that many of them are little things, taking only a little time each. Much the same thing may be said of a mosquito, but who would expect to think clearly in the midst of a swarm of these insects? Taken altogether, the items I have named make a kind of guerilla warfare on the teaching function.

What is the remedy? There is no single one, of course, but the direct ones wait on more money for school purposes. Don't say we can't afford it—that schools are costing too much now. It seems to me that a nation which spends for tobacco, chewing gum, ice cream and soft drinks, candy, theater admissions, jewelry, perfumes and cosmetics, a total of about \$5,522,000,000 a year, and considerably less than half of that for all schools, public and private, from the kindergarten to the university, does not deserve much sympathy when it complains about the cost of public schools. In 1924 the state of Illinois spent for all schools, public and private, just slightly more than one-third of what it spent for these luxuries I named—and Heaven only knows how much it spent for bootleg booze. For public high and grade schools only, Illinois spent less than one-fourth as much in 1924 as it spent for these luxuries. The actual sum spent for the luxuries was \$466,609,000, and for its public high and grade schools approximately one-fourth of that, or about \$116,652,000. The figures I quote for the national expenditure for these luxuries in 1924 are an estimate of the U. S. Treasury Dept. I take all these figures from Bulletin No. 1, Vol. 5 of the Research Bulletins

published by the National Education Association. I do not believe their authority is questioned. In view of these facts, with what face can the people of a state like Illinois object to more liberal expenditure for public schools?

There are other unfortunate features of our huge school systems which I would have liked to mention, but perhaps I can do that on some other occasion. I believe that I have shown you some of the reasons why your boys and girls cannot get in school more of the teacher's personal attention. It shows us that we have still a long way to go to bring the schools fully into their function of developing the personalities of our boys and girls.

Democracy in Education

(Continued from page 9)

tain. The continuation school is a bar to poverty, a prop to democracy. Every citizen of a democracy should be its advocate until something better is provided.

The Chicago Federation of Women High School Teachers, Local No. 3, is putting over a plan of group insurance which will give the members sickness and accident indemnity.

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Proper Basis for Treatment of Failures

Thomas J. Wilson, Chicago Federation of
Men Teachers

Many conditions in Chicago schools produce failures. These conditions are augmented by present tendencies in administrative policies. Larger classes, crowded conditions, and inadequate equipment can result only in increased failures. Teachers have reason to fear that by the expedient of reducing the apparent number of failures, through pressure by the administration, it will be made to appear the schools have not suffered because of adverse conditions, but have really been improved.

As an illustration: Last semester the principal of one school reported at the end of the fifteenth week, a pupil failure of thirty-six per cent. At the end of the semester, five weeks later, this was reduced to less than five per cent. The principal explained this phenomenon on the ground that the school was adapting its work to the needs of the pupil. It is difficult to see how a school could adapt its work to the needs of the students in a short period of five weeks. The teachers are in a position to know that the real reason was the pressure put upon them to cut down failures.

The problem raised by pupils who fail is of concern to everyone. It concerns the pupil himself, his parents, his teachers, his principal, the superintendent and the Board of Education. It concerns the tax payers as well.

What is meant by failure? In school a pupil is said to fail when he has not acquired those ideals, appreciations, habits, attitudes, skill and knowledge which he is expected to acquire by pursuing a subject or set of subjects in the school curriculum. This lack of progress constitutes the real failure. This failure is indicated on the report card by an arbitrary symbol like the letter "D." This symbol is intended to express the condition of the pupil and it should always tell the truth. If there are four pupils who have not made desired progress in the class there should be four D's recorded, no more and no less. If there is any variation between the number of actual failures and the number of D's someone is practicing deception, perhaps to hide the cause of failure. Possible causes of failures are many and they should be exposed

not concealed. When they are known, a remedy for the failure may be provided; when they are concealed, no remedy is possible.

Responsibility for failure may lie with the pupil, with the parents, with the teacher, with the principal, the superintendent of schools, the Board of Education, efficiency experts, the tax paying public or the tax dodging public. If cause of failure is with the pupil it may be due to his dullness, inattention, lack of perseverance, to having been born short or to his habit of sleeping short. Parents contribute to a pupil's failure if they permit his keeping late hours, if they do not provide a quiet nook for home study, if they are not interested, if they are too lenient or too harsh. A child who goes to school tired or unhappy is in no proper mood for successful study.

A teacher lacking knowledge of his subject, skill in technique, or enthusiasm for his work may cause the pupil to fail. If a teacher neglects to make daily preparation for his class work, if he exhausts his energy on outside activities or if he grows stale because of no outside interests, his work is impaired and the pupils suffer.

The principal of the school contributes to pupil failure when he pesters the teachers with needless changes in school routine, when his methods of supervision are shallow and perfunctory rather than critical and constructive, when he seeks to maintain his position by force rather than by the justice or wisdom of his acts.

The superintendent of schools may contribute to the cause of failure by increasing the size of classes, by being an educational dictator rather than an educational leader, by forcing teachers to spend their time and energy in defending themselves from unjust requirements and by considering himself the walking delegate of civic or commercial interests rather than the business agent of the child.

The Board of Education contributes to the child's failure when it does not provide sufficient funds to run the schools properly, when it fails to select wise school officials, when it fails to provide suitable buildings, when it seeks to pro-

tect commercial, industrial, or religious interests rather than the interests of the children.

Efficiency experts can do much to increase or remove pupil failures. Too often their expertness results in lopping off something to save money rather than in spending more money to save the children. They aid the schools if they understand school problems and act to secure the greatest educational opportunities at the least cost.

If we have succeeded in narrowing the causes of failure to these groups we ought to be able to narrow the responsibility still further and say to an individual, "Thou art the man," "You have contributed thus to the child's failure," or "You have been responsible for that."

Since the schools are run for the benefit of the pupils, it follows that all connected with the schools should be equally interested and equally diligent in discovering the cause of his failure. Having found it each should be willing to execute a right-about-face if former actions have been at fault. This assumes that each should have a fair chance to present his case to administrative officials, to the Board of Education, or to the general public. It means specifically that teachers must not be penalized by being sent on the "long road to Guam" for criticising the acts of administrative officials just as frankly as administrative officials criticize or penalize the teachers.

The question "who is running the schools" has been bandied about liberally in the past few years. There is no doubt concerning the answer. The schools are being run by the teachers in the class rooms. They are the only ones who ever have run the schools. They are the only ones who ever will run them. You can eliminate every other element connected with the school except the pupil and the teacher and still have a school. If you remove either the pupil or the teacher, the school is destroyed. Whenever an administrative official boasts about running the schools the general public ought to know that he is merely kidding himself. He can do one of two things, either he can further the educational process by aiding the teachers or he can "hall up the works." His worth to the school system is measured on that basis.

Since teachers constitute one of the two essential elements of a school it follows that they are best able to appraise the work of the prin-

The following books of our publication, among others, have just been listed by the Chicago Board of Education for basal or supplementary use:

	Serial No.
Robbins: SCHOOL HISTORY OF THE AMERICAN PEOPLE	174.07
Courtis - Smith: PICTURE - STORY READING LESSONS, Series I.	
Rev. Ed.....	2003
	to 2033.24
Suhrie-Gee: STORY-WORLD READERS	
Third Book—Story-Friends.....	3173
Fourth Book—Story-Adventures.....	4139
Middlebarger-Cotner: EASY ENG-LISH EXERCISES	D4006
Jordan-Cather: HIGH LIGHTS OF GEOGRAPHY, North America	7414
Wohlforth-Mahoney: SELF-HELP ENGLISH LESSONS	
First Book.....	13935.1
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incipal or other school officials. When classes are increased in size the teacher knows the result as soon as he faces the class. When the principal blunders the impact falls upon the teachers. When the amount of clerical work is increased the teacher feels the load. In his examination before the British Parliament Benjamin Franklin said to his questioners, "They can judge best who feel."

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JUNIOR HIGH SCHOOLS

Wm. T. McCoy, Chairman Educational Committee, Federation of Men Teachers

The question of the attitude to be taken on Junior High Schools by the Federation of Men Teachers has been the subject of careful study by the Educational Committee this year. In view of the controversy that developed over the establishment of these schools in Chicago, it was felt that the position of the Federation should be definitely taken only after mature reflection, and careful investigation.

The committee has submitted a carefully prepared preliminary report, which is being distributed among the teachers to serve as the basis of discussion at a future meeting, when the position of the organization will be defined. This report is too long to reproduce here, but the following is a brief statement of the points.

Proposed Points for Statement of Attitude of Federation of Men Teachers on Junior High Schools

1. The federation recognizes that the junior high school is still in the stage of experiment.
2. It recognizes the danger that the junior high school can and may be misused to the injury of democracy.
3. It further recognizes that in existing junior high schools in Chicago there are present the same undesirable features which are common to the elementary and senior high schools and against which the federation has protested in the past and still protests, i. e., overcrowding of shops and classrooms, over-large classes, over-regimentation.
4. The federation does not wish to be considered as approving the method of introducing and extending the junior high schools without a serious attempt to educate and conciliate the public.
5. The federation, nevertheless, believes that the junior high school is an honest effort to meet justifiable criticism of the traditional school organization.
6. It believes that this type of school, as now existing in Chicago, shows no dangerous or undemocratic tendency not common to our other schools. It believes that the junior high school can be a factor of high effectiveness in the training of our youth.
7. The federation holds that it has a double duty in regard to the junior high schools:
 - (a) To encourage and assist in popularizing them by combating unfounded suspicions of their tendency.
 - (b) To watch with particular care the development of their courses of study and the policy of their administration in order to give warning of the beginning of any dangerous tendency if such should appear.

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The American Teacher

Democracy in Education Education for Democracy
Published monthly, except July and August, by
THE AMERICAN FEDERATION OF TEACHERS
327 South La Salle Street, Chicago
FLORENCE CURTIS HANSON
Sec.-Treas. and Editor

At the time of expiration, a bill will be found in the copy. Subscribers are requested to give prompt notice of changes in address.

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"This movement they call organized labor is the universal, vital problem of the world."

—Thomas Carlyle.

WHAT'S THE USE

"A good thing to remember,
And a better thing to do,
Is to work with the construction gang,
Not with the wrecking crew."

For a long time I have been impressed with the prevalence, especially among teachers, of the disease of What's-The-Use-itis. I have wanted to write a protest against this attitude and to suggest a remedy. Chronic optimism is the only antidote for which let me speak a word, so that instead of discouragement, there may be developed with every disappointment and disillusionment a greater and greater determination to fight through to the end. Man must help himself. If he depends on others he will pay for that trustfulness. What he does for himself is more significant both to himself and to society than what is done for him.

Are there more discouraged teachers every day? Is there a blight that is coming over all the constructive professional ideas of teachers? And why? It is doubtless only too true that the human personal side of teaching is less and less valued. No discussion of problems is allowed. Newspapers are quick to note objections but not to take up any progressive ideas promulgated by the teaching body. Teachers are worn out with system. They are depressed not by the material changes but by the loss of spiritual values.

These, however, are not reasons for turning away and saying, "What's the use?" but rather for saying, "Here is a task worthy of me and I shall never stop while there are unfulfilled ideals to be realized. The more obstacles I meet the stronger and more resolute I am to overcome." Just think upon the great outstanding figures of history and read carefully and take to heart what Romain Rolland says:

"I want to tell you that I never worry about the immediate or future success of ideals which I know to be true, healthy and sacred. The success does not concern us. We are servants of our ideals. We have only to serve them bravely, and faithfully. Whether we shall be victors or vanquished this matters little. It is a joy to serve the eternal and to sacrifice oneself for it. I do not love those at all who so ardently expect a sort of human paradise on earth, and I have no confidence in them. Those are weak people who in order to act morally feel that they must be promised an early reward, either for themselves or for their own people. The reward lies in your own self—it does not come from outside. It lies in our faith, our struggles, our courage."

Employees who have a voice in work conditions carry this intelligence and independence into every other activity of their lives.

Trade Unionism is one of the nation's greatest factors in molding a higher citizenship.

BROOKLYN TEACHER CHARGES GAG ON DARWIN

"Inefficiency in teaching" and the consolidation of classes are given as official reasons for the dismissal of Charles A. Wagner, young poet, as substitute teacher in the Berriman Junior High School of Brooklyn, New York. Mr. Wagner charges that he was dismissed because he taught the theory of evolution in a geography lesson to his pupils of the seventh grade. He declares he will not let his dismissal go unchallenged and has employed counsel to fight his case.

Dr. William F. Kurz, principal, states that the school syllabus of Brooklyn prescribes the teaching of evolution in biology courses of the second and third year of senior high schools. "Darwin has no place in my school," he says. Mr. Wagner denies that classes have been consolidated and maintains that it has "taken the principal a long time to find out that I am inefficient." He charges his dismissal raises a clear issue of academic freedom. The case has been referred to George J. Ryan, president of the Board of Education.

No High School of More Than 2,000

Mabel Blazier, Federation of Women High School Teachers, Chairman Publicity Committee, High School Teachers' Council

In March, 1923, when a great building program was beginning, the High School Teachers' Council appointed me to see what could be done to create public sentiment against the "over large" high school. The following month, an "all day" meeting of high school teachers was held at the Hyde Park high school. Arguments against the large high school were distributed among the teachers, and each departmental section was asked to pass resolutions on this subject. Twelve resolutions were sent to the superintendent.

The newspaper publicity on this was quite interesting. The Tribune gave a picture of a group of teachers with the heading, "Teachers Tired of Climbing Stairs." Each paper gave an authentic account of what had been done.

In 1924 a committee of five in the Central Council worked on this subject. They prepared twelve arguments against the large high school and sent them to each teacher. The teachers were asked to discuss each of the twelve statements. About three hundred fifty replies were received. We tabulated the material, and it has been useful many times.

As soon as this material was available we issued a brief statement which we thought more suitable to distribute to parents.

NO HIGH SCHOOL OF MORE THAN 2,000

Chicago High School Teachers have been asked the question,

What objections are there to the "over large" High School?

They have answered in questionnaires:

"Created lock-step methods of education."

"Given instruction for the mass, not the individual."

"Destroyed leadership."

"Injured children in hall rushes and transportation accidents."

"Given an opportunity for dishonesty."

"Widened the breach between student—parent—teacher."

"Cost the parents more money."

"Made uniformity an ideal."

"Made of the school a factory."

Do you want your child a cog in a machine?

Join the crusade for

NO HIGH SCHOOL OF MORE THAN 2,000

About 15,000 of these have been distributed. They were given out from our booth at the Women's

World Fair, and about 3,000 at the N. E. A. at Indianapolis (1925), in addition to Women's Clubs and P. T. A. organizations. Both of these with a letter have been sent to every member of the Board of Education since they were printed. We will soon send these again to the three new members and to each one on the Building and Grounds Committee. Some time later the chairmen of the Education Committees of twenty-three Chicago Women's clubs held a meeting to discuss the "over-large" high school, at which Mr. Fellows, chairman of the Building and Grounds Committee, spoke, expressing sympathy with the propositions we outlined.

In addition, talks were given before Parent-Teacher Associations and articles were written for Women's Club bulletins. Two debates were held in 1925, one before a group of delegates representing thirty-five P. T. A. organizations. Mr. Wiley Mills, an alderman, gave a radio talk last March. As a result he hopes to get two small senior high schools for Austin, instead of one very large one.

The small school has also the endorsement of some members of the Board of Education. Mrs. Hefferan has said: "After the Roosevelt, there should be no high school of more than 1,600." Mr. Moderwell, former president, wrote, "I am of the opinion that the plans of the Board of Education for establishing Junior High Schools in Chicago will make it unnecessary to build buildings with a maximum capacity in excess of 2,000." Mr. Ellicott, then president of the Board of Education, wrote us June 8, 1926. He said, "I am in entire accord with your ideas on the desirability of a size to accommodate about 2,000 pupils. This is the basis on which the present schools are being built and it is hoped that in the future adjustments may be made so that our present high schools may be reduced in size."

Mr. McAndrew included our arguments for the smaller school in his report for 1926.

We expect to continue this campaign as long as Chicago builds senior high schools unless the time comes that it is a definite policy that "no high school shall have more than 2,000 pupils."

The Tax Suits of the Chicago High School Teachers' Federations

Chas. B. Stillman, Treasurer Joint Tax Committee

Tax evasion is a vital matter everywhere, but nowhere more than in Chicago where billions of taxable valuation annually escape the assessors' books. When I speak of billions escaping, I am not talking wildly. The full value of all Chicago real estate has been conservatively estimated at eight billions. The assessed valuation should be half of that, or four billions. The assessed valuation for 1925 actually was in round numbers \$1,356,000,000, or slightly over one-third of what the law requires. The building permits for the five years, 1921 to 1925, totaled \$1,339,000,000, and the increase in assessed valuation on that count alone should have been one-half, or \$669,000,000. During those five years the actual increase in the assessed value of all Chicago property, both real and personal, was only \$177,000,000 in round numbers. And those figures take no account of the tremendous increase in land values during that period.

But it is not real estate I want to call attention to particularly at this time. It is capital stock. The State Tax Commission and Board of Review found only \$44,000,000 worth of taxable capital stock in Cook County in 1925. This does not mean that it was hidden in safety deposit boxes, because in Illinois capital stock is taxable at its source against the corporation itself. Individual shareholders are not directly concerned. There are of course single Illinois corporations in Chicago with a greater taxable capital stock value than the \$44,000,000 assessed against all such corporations in the county. The total value of the capital stock of all Illinois corporations in Cook County is conservatively estimated at more than \$2,000,000,000.

An all too typical illustration is the case of the United States Gypsum Co. The market value of its preferred and common stock on April 1, 1926 was \$70,000,000 in round numbers. It has no bonded debt to be added. The total value of its tangible property both in Illinois and elsewhere is less than \$34,000,000. Subtracting and dividing by two according to the rule laid down by the Supreme Court gives a net assessed capital stock valuation of \$18,000,000. For the last three years the Board of Assessors has fixed that as-

essed valuation at \$1,000. The rest of us pay the penalty for that favoritism. The extent of that favoritism may be illustrated by a comparison. A man who bought a home in 1924 for \$14,000 paid \$318 in taxes. If he had been assessed in proportion to the assessment of the capital stock of this company, his tax would be less than one quarter of one cent. Even after the Board of Review last year, as a result of a complaint instituted by the firemen, raised the assessed valuation of the capital stock of the U. S. Gypsum Co. to \$7,000,000, the Board of Assessors again fixed it at \$1,000 this year. That is only one of the items in our current complaint and mandamus proceedings against the Board of Review. Other instances are Crane & Co., the net assessed valuation of whose capital stock should be nearly \$54,000,000, and is fixed by the Board of Assessors at \$50,000, Swift & Co., for whom corresponding figures are \$26,000,000 and \$500,000, and the Pullman Car & Mfg. Co., with \$6,000,000 and \$200,000. Our complaint lists 51 corporations, the net assessed valuation of whose capital stock should total \$96,000,000, and which have not been assessed one cent on capital stock. All told, we cite 68 corporations to the Board of Review which should be assessed at over \$249,000,000 on capital stock, and are actually assessed by the Board of Assessors at \$1,761,000.

There are numerous Illinois Corporations in Cook County which are assessed not by the Board of Review but by the State Tax Commission. We are therefore taking parallel action against the State Tax Commission. For the assessment of capital stock the commission has adopted Rule 11. Under its provisions contrary to repeated Supreme Court rulings, the sum of the value of the stock and of the bonded indebtedness is divided by two *before* instead of *after* the deduction of the assessed value of the tangible property. There then follows a second division by two. In addition, the commission has failed to follow Supreme Court rulings in computing the market value of certain stocks. The case of the Chicago Title & Trust Co. will illustrate both points. The par value of the capital stock of the Chicago Title & Trust Co. is \$10,000,000. The

commission in 1925 found the full value of the stock and franchise to be \$12,307,868. This was divided by two *before* the deduction of the assessed value of the tangible property, \$5,453,934, leaving a capital stock assessment of \$700,000, while if the division by two had been made after the deduction in accordance with the Supreme Court ruling, the assessment would have been \$3,426,967. But more important still, the stock of the Chicago Title and Trust Co. sold at 567 on April 1, 1926, not at par. So that the market value was at least \$56,700,000, instead of \$12,307,868. After deducting the tangible and dividing by two, the net assessed valuation of capital stock should be \$25,500,000 instead of \$700,000.

Our complaint and mandamus proceedings against the State Tax Commission are designed primarily to compel the commission to revise Rule 11 to conform with previous mandates of the Supreme Court as indicated above. But there are also specific complaints concerning 44 corporations whose aggregate net capital stock value should be assessed at \$250,000,000 in round numbers, and actually was assessed last year at less than \$34,000,000. In other words, the 112 corporations named in our two complaints evade taxes on a net capital stock value of over \$464,000,000.

Since the state constitution gives the Supreme Court power to assume original jurisdiction in revenue cases if it so desires, our attorneys on Dec. 7 asked the Supreme Court for permission to file mandamus suits against the State Tax Commission and the Cook County Board of Review. On Dec. 9 the Supreme Court refused to take original jurisdiction, directing that the suits should be started in the Circuit Court. This was entirely without prejudice to our case. The Supreme Court did not in any way touch on the merits of the suits. On Dec. 10 therefore the two mandamus suits were filed in the Circuit Court of Cook County, and on Dec. 27 the taxing bodies filed demurrers. There was a hearing on these demurrers in January, and on Jan. 27 Judge Eagleton rendered his decision overruling both demurrers and ordering the two taxing bodies to file answers. Both bodies have elected to answer, rather than to stand by their demurrers and appeal, and the cases will go to trial in the near future.

It is hoped that this discussion has thrown some light on the statements of members of the taxing bodies that they are "more interested in taxpayers than in taxspenders." Probably many a small taxpayer who, through petty political influence, has had ten or twenty dollars knocked off his tax bill thought that meant him. It is true that tax spending bodies should be kept in the public eye. But the constantly increasing legitimate costs of public services must be met, or those services will be dangerously impaired. And unless the taxing bodies provide adequate assessed valuations in step with increasing wealth, the only alternatives are still higher tax rates or crippled public services. If public opinion can be effectively aroused to the true situation, adequate, equitable assessment will be the answer.

ORGANIZATION

It is not the guns or armament
Or the money they can pay,
It's the close co-operation
That makes them win the day.
It is not the individual
Or the army as a whole,
But the everlastin' teamwork
Of every bloomin' soul.—Knox.

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AFTER 10 DAY FREE TRIAL

Emeritus Service in the Chicago Schools

J. E. Armstrong, President of the Emeritus Group, Formerly Principal of the Englewood High School

(The Chicago Teachers' Emeritus Service law was proposed for adoption in January of 1926 and became operative by February 1st of that year. By its provisions 70 teachers were retired from active service on half pay, with less than a month's notice. Feeling that they had been hired for the year, many of them had entered upon leases and other contracts and obligations.

It will be seen from the appended account of the vicissitudes of the group by Mr. James E. Armstrong, one of the retired principals, that although in the original State Bill only those 75 years of age were to be immediately retired, and that it was to be five years before the bill should become operative for all teachers 70 or over, that, to include Wm. Campbell, it became operative for all teachers of 70 immediately, however actively and capably they were fulfilling their positions.)—Editor's Note.

During the session of the Legislature of 1925 the Board of Education prepared a bill for the superannuation of teachers, principals, district superintendents, and assistant superintendents, at the age of 75 that year and coming down to the age of 70 in 1930. This bill provided an annuity of \$1,500 a year alike for all thus retired who had served in the public schools of Chicago for 20 years. Mr. Walter R. Miller introduced the bill and followed it through its vicissitudes in house and senate. By some means, not understood, the bill was never presented to the Governor for his signature.

A controversy having arisen between the Board of Education and the superintendent of schools over the appointment of the examiner, Mr. Wm. Campbell, an attempt was made to retire the examiner on an annuity. This was found to be impossible, and so a rule was prepared following the language of the bill in the legislature, except that it was made operative within a few days and the age was fixed at 70 without the sliding scale of ages as in the legislative act.

Feeling the injustice of being turned out of our positions in the middle of the year on so short a notice, and believing the board had no legal right to pass such a rule, the writer and Mr. C. C. Doge decided to take the matter up in court. The board then changed the language of the rule so as to read "transferred" instead of retired and reduced the number of years of required service from 20 to 10 to clear up cases

where teachers had been retired at the age of 70 who had not been in the service 20 years. The number of teachers retired was then found to be 70, since some of the names first reported were already out of service. About half of those upon the list joined in the suit in court, while others felt indifferent or were satisfied to "let John do it."

Owing to various delays in court, chief of which was the Tribune suit against the engineer experts, our case did not come up till October, and was then decided against us, upon which we took an appeal to the Supreme Court, where it was ably presented by Ex-Governor Dunne, Allen Carter, I. T. Greenacre, and Willis Thorne. The decision is looked for at the April term of court.

While waiting for action by the court we decided to look up the cause for the failure of the bill in the legislature and found it was not too late yet to have the bill engrossed and signed. Attorney General Carlstrom gave a clear opinion to the speaker of the house, Hon. Robert Scholes, that there was no legal bar to its becoming a law, and so after many trips to Springfield, Peoria, Rockford and Joliet, as well as many long distance messages, the bill was signed by Governor Len Small on May 19th, 1927. Had it not been for someone's manipulation of the bill, the Emeritus rule could not have been passed and 70 of us would have held our places till the age set by law. The five states that have a superannuation law had state legislation for it. If the Board of Education had followed up its bill we should not have had this difficulty thrust upon us.

Now if the Supreme Court decides that the board had the right to enact this rule the tenure of office law is lost. This law was passed in 1917 and says that "after a three years probation, the teacher's position becomes permanent subject to the rules of the board for conduct and efficiency, and subject to removal for cause" and then prescribes the method of discharge "after 30 days notice and a trial." Having broken no rule nor been marked inefficient we feel that we are il-

legally deprived of our positions. The teachers of the Chicago schools have stood by us nobly and assisted in the expenses in carrying the case through the courts.

If the court decides that the board had no right to remove us we shall not only be entitled to our places but to back pay up to the time specified by the state law for retirement. Thirty-eight of the Emeritus group have been transferred to the state annuity and are drawing their city pension as well as their state annuity. If the bill now before the legislature becomes a law, allowing all over 60 to retire voluntarily, many of the Emeritus group would prefer not to return even if the court decides in our favor. All Chicago teachers should work for this amendment to the Miller Law.

CHALLENGE TO AMERICAN EDUCATION

By John E. Kirkpatrick

ADULT EDUCATION, by Joseph K. Hart: Thomas Y. Crowell Co. \$2.75.

Two or three years ago Mr. Hart was engaged upon "The Discovery of Intelligence" in the byways of the past. Now he is seeking the same elusive factor of the human individual and of society in the world about him. He discovers "intelligence" in a few adults who have been able to escape from the folkways and to resist all the persuasions and pressures of society to make them conform. Without this "intelligence" in a much larger proportion of American adults Mr. Hart sees little hope for our so-called democracy. This indispensable "intelligence" can be secured by "adult education" of the sort found in the Danish People's Colleges, which "exist for the prime purpose of conserving and developing the intellectual and moral integrity of the young people (from the ages of eighteen to twenty-five) . . . while their minds are still youthful and flexible."

This work is a critical review of American educational theory and practice. It offers also an almost novel theory of education. It distinguishes sharply between schooling and education, and defines the latter as an awakening of the mind of an individual so that he may go on with his own education to the end of time.

Few of the leading authorities in the field of education and psychology, we take it, will be willing to accept the author's conclusions. But he offers a challenge which the best of them cannot ignore. Prof. Hart is so familiar with the educational philosophy and psychology of our own and of former times, he is so widely experienced and so weighty in his arguments, that he quite overwhelms the mere layman in these fields.

* * *

"Our feet travel the highways of an unlimited

world; our minds still fret and cower within the limits of the old village folkways." "There is probably no more provincial person in the world than the native resident of New York City." "Most of our cities are overgrown, befuddled villages. . . . We have escaped from the physical tribe and the physical village" but not from mentality of the tribe and village. "The steam engine had not been taken into account by the prophets of democracy." It works at close range, tearing processes to pieces, making new processes, piling process upon process, village upon village, group upon group, dissolving all groups. And we face this appalling world with our village minds.

Man has in this age been far more successful in controlling his physical environment than in learning to control his social relationships. "Our age is uneasy with its problems and its unsuccessful efforts to solve those problems." Even so, we are less afraid of the ignorance of the workers than of the possible outcome of giving a real education, not only to the individual but to the whole deficient and disordered community.

"There has been no time within the last century and a half that any school could rightly claim to know what it was doing, except as to the three Rs." "Education lingers in the byways of the past; or it masquerades in bizarre forms through the present, helping but little with the insistent problems of our times. At least this is true of schooling." "Schooling is education by exposure—a form of primitive magic." "Educating, in the eyes of the community, is preparation for life under the forms and patterns of the existent community."

"The more we are schooled the less we are educated. . . . The great problem of education today is that of getting back some mind into our life and work. When we moved from the country community to the growing city we took the country school with us, but we left most of the old education behind. . . . We shall develop minds again when we re-establish the social conditions which produce minds—namely, free pioneering, adventurous human communities growing up in challenging conditions!"

"When Thorndike talks about 'giving' the boy or girl 'certain habits,' he means setting up school conditions which will so work out that the children will 'get' those habits without being too much aware of the achievement. That is our dominant educational psychology, and it is, also, our dominant social and political strategy! And it works—from the third grade to the later years of the graduate school, it works! The results may be seen in the millions who are through with learning, forever!" From the standpoint of education there are just two kinds of psychology, the kind that pretends to tell how to form the mind and the kind that would learn how to help the mind grow. Our schoolish education moulds children into fairly happy subjects of the folkway past

(Continued on page 24)

History of Chicago High School Teachers' Council

By Ann Lord, Publicity Secretary

The Chicago High School Teachers' Council is in effect, the voice of 3,000 active classroom teachers. The teachers of Chicago have had some part in the formulation of school policy since June 1, 1898.

Councils were first officially organized thirty years ago to act in an advisory capacity to the Board of Education. By authority of the Board, an official central group resting on local groups was organized in 1913. The first official notice occurs in the proceedings of the Board, June 1, 1898, when the Board appropriated \$100 to the Central Council for printing expenses.

It was not until 1907 that the councils obtained real recognition from the board. In the beginning of that year, the School Management Committee drew up a report. Miss Jane Addams was chairman of the committee. Because this report sets forth so definitely and clearly the justification and service of teachers' councils, I quote from the records:

"I. Your committee finds that under existing conditions the Board of Education and the teaching body are as widely separated for consultative and freely co-operative purposes as if they had no educational interests or duty in common. For the teachers are inarticulate as a body, and the Board, compelled to act without their direct advice and only upon reports of official intermediaries is forced into the position of governing by the mere might of its legal authority and often in ignorance of matters regarding which the teachers would be its best advisers. This is manifestly detrimental. It tends especially to lessen the effectiveness of the teachers in their school work, by destroying in them that spirit of co-operation, which is vital to a homogeneous school system.

"II. Even if it were true that all goodness and wisdom in affairs educational dwell with the school authorities, the fact remains that in the end their decrees must be executed by the teachers. It is the teachers, after all, and not the Boards, committees, or superintendents, that must be depended upon to give vitality to public school education. Their cordial co-operation is therefore essential.

"III. And inasmuch as teachers are neither soulless machines to be despotically manipulated by master hands, nor soldiers with no other function than unquestioning obedience, nor mechanical producers of the inanimate commodities of the factory, but are the personal guardians and guides of the children they teach, and come into more intimate relations with these wards of the public school than any one else in the system, their hearty and intelligent co-operation in promoting the

educational policies of the Board is not to be secured by methods of management which are or seem to them to be despotic. If they feel the weight of the despotic hands, the less assertive among them will cringe in their official intercourse with superiors in authority, and be despotic in turn in their official intercourse with subordinates. Thus perpetuating itself, the despotic or decree-promulgating policy must inevitably react upon the pupils, tending to turn some of them into little learning machines and others into little rebels, instead of making eager students of them all.

"In the opinion of your Committee the teaching force must be sympathetically considered and trusted. If they are to do the best for the children, the teachers must be consulted about educational policies—not now and then and here and there as real or apparent favorites of superiors in authority, but as a body of educators organically recognized by the Board and its employees. Their cordial acquiescence in the wisdom, justice and sincerity of the policies they are called upon to promote must be secured, or their work will fall short of the highest possibilities. In the nature of things this acquiescence cannot be secured either by preventing discussion or by ignoring recommendations. To prevent discussion irritates; to ignore the results of discussion is disheartening. The important thing is not that the recommendations of the teachers shall be adopted by the Board regardless of their merits, but that they shall be considered in good faith upon their merits.

"IV. One of the most important steps, therefore, which in the opinion of your Committee the Board ought to take, is the organization of the teachers into an official consultative and advisory body.

"There is no implication here, nor have we learned satisfactorily of any demand from any source, that the teaching body should govern the Superintendent or the Board or in any manner dictate to either. What is in principle proposed is: (1) that the responsibility of legislative authority and final control should be reposed in the Board. (2) that the responsibility of administrative authority and advisory direction should be reposed in the Superintendent, and (3) that advisory authority and responsibility on educational subjects and the relation of the teaching body to the school system, should be vested in the teaching body. And the teaching body in its advisory capacity should it be thus organized, should have the fullest parliamentary freedom of expression. The common sense of the teachers, far better than arbitrary rules or decrees from their superiors, would soon indicate to them the proper limitations of subject-matter for their discussion."

The councils established as a result of this report met on school time and without any administrative officer being present.

In March, 1913, Mrs. Young brought in a recommendation for the official organization of

Teachers' Councils "to give full and free expression or voice to the different attitudes and judgments of the teaching force," and "to enable the superintendent to become conversant at first hand with those attitude and judgments." According to Mrs. Young, "the voice of authority of position not only must not dominate, but must not be heard in councils." Mrs. Young's plan was officially adopted by the board, March 20, 1913.

In 1921 Mr. Mortenson added local school councils to the plan of Mrs. Young, and in 1921-22 the councils for high school and elementary teachers were given still more definite standing, granting them greater responsibility and making the calling of the council mandatory upon the superintendent. The good feeling, loyalty, and *esprit de corps* created under this system was immeasurable.

The list of worthy accomplishments of the council is a long one. Among these are:

- Revising the curriculum.
- Helping to raise special taxes for school purposes.
- Co-operating and working for the school unit of not more than 2,000.
- Offering suggestions which modified the rules and regulations of the Board when they worked hardships in special cases.
- Issuing an Educational Bulletin.
- Advising the Superintendent on classroom matters.
- Acquainting the public with such conditions as:
 - a. Over-large classes.
 - b. Overcrowded curriculum.
 - c. Shift system.
 - d. Over-large schools.
 - e. The effect of extra-curricular activities, etc.

As Mr. James Mullenbach says:

"I do not maintain that the Councils were above criticism or that they brought to the system as many helpful suggestions as they might, or that they were always wisely and unselfishly conducted, but they furnished the condition for an intelligent and open contact between the teachers and the administrative authorities that IS NOT NOW AVAILABLE. In my judgment until Councils of this type are again organized in the system, happy, interested and contented teachers will not be characteristic of the Chicago schools."

The councils functioned in the original form until April 22, 1924. On this date Superintendent McAndrew sent out a bulletin to principals notifying them that it did not seem to him to be a good time to call councils—and no call was issued.

The reasons given for abolishing the councils were the following:

1. Objection to their meeting on school time.
2. Objection to their meeting without the presence of the principal.
3. Objection to the dismissal of classes for their meeting.
4. Objection to the time wasted since "nothing constructive" was accomplished by them.

A dispute extending over several months developed out of this refusal to call the councils, but in the end a majority of the board supported the superintendent, and the councils as an official and professional part of the Chicago school system ceased to exist, notwithstanding the fact that all of the voluntary teachers organizations protested against the action.

Despite the support of the superintendent by the Board of Education in this matter, there was a good deal of public sentiment in favor of Teachers' Councils and so, on February 11, 1925, as a substitute for the original councils, Superintendent McAndrew brought to the attention of the board a proposal which set up a small composite group made up of representatives of classroom teachers, principals, and various kinds of supervisory officials. This conglomerate body is known as the Chicago Public School Teachers' Council. The recommendation of the superintendent was approved by a majority of the board, April 8, 1925.

In speaking of this, James Mullenbach, member of the board said, "So far as I have observed this so-called teachers' council has had no part in the formulation of the policies, or criticism of present methods, or proposals for new departures, or of fresh development in the school system. If this council has been active it has not come to my attention. And in my opinion it is bound to be ineffective, because it does not represent the classroom teacher, its discussions are cramped by the presence of supervisory officers whose good will is of moment to every teacher. Hence there can be no free criticism of methods or school organization and the whole purpose of providing a council for a free voice by the teacher is frustrated. The Chicago schools will not again be known for their experimentation until the system provides for the free expression of the experience of the classroom teachers."

The type of council we had, the kind in which

teachers generally believe, is democratic in its origin. Under the system, known as the Ella Flagg Young system, the teachers met in their own schools for forty minutes once every five weeks. They elected delegates to the Central Council once a year. The delegates to the Central Council met outside school time, organized by the election of officers and committees and met with the superintendent once every five weeks. At this meeting the teachers presented to him their views, gave him information of school and classroom conditions. At the same time the superintendent gave his views, took problems under advisement, and acted on them according to his judgment. Whether the decision was favorable or unfavorable the teachers felt that they had had a fair hearing, and were satisfied. It is this form of co-operation that was ended by Superintendent McAndrew's action.

Some of the very organizations, about thirty in number, most of them women's clubs and among them Parent-Teacher Associations and civic organizations, that in 1924 gave the Superintendent of Schools a vote of confidence that was a reflection upon the teachers' organizations, are now supporting us in our endeavor to obtain teachers' councils on school time.



COME and revel in the glories of this new Spring showing of the better grade SILKS and WOOLENS at consistently lower prices.

REMEMBER that you will always save money by coming to ADLER first for your Silks or Woolens.

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Eleventh Floor—Stevens Building

RADIO AND EDUCATION

The Chicago Federation of Labor owns and operates the radio station WCFL, the only broadcasting station controlled by organized labor in the United States. This fortunate circumstance is due primarily to the foresight, persistence and enterprise of Mr. E. N. Nockels, Secretary of the Chicago Federation of Labor.

Wishing to further the cause of good public schools, and promote straight thinking about educational matters, the Chicago Federation of Labor has invited the affiliated teachers of the city to arrange a series of ten-minute talks on educational topics to be given five times a week running from Tuesday to Saturday, inclusive, at seven o'clock, Central Standard time.

Our speakers have included people from the executive offices down town, principals, classroom teachers, and non-teacher citizens interested in the welfare of the public schools.

The Chicago Federation of Labor seeks to promote a full discussion of both sides of controversial educational questions of public interest.

Beginning last December this series of talks has been running continuously since the invitation was extended, and it is proposed to keep the project going until the end of the present school year. By means of these addresses the teachers intend to keep the public informed of the real situation in our schools and promote every good educational cause.

Tell your friends to tune in on wave length 491.5 meters, WCFL, the Voice of Labor, and hear our message.

The program is in charge of James A. Meade, President, Chicago Federation of Men Teachers.

Challenge to American Education

(Continued from page 21)

and the mechanical present—until they come to enjoy their chains and to fear freedom as they would the plague.

* * *

Schools cannot turn out leaders. Experience under real conditions alone can do that. But we shall finally fill the great chasm which has been made by the industrial revolution and get generations of adults who have escaped the inhibitions and blockings of the present and be capable of intelligent adjustment to the fluid modern world, its tasks and opportunities. But there can be no hope for the salvation of the world by merely feeding our children upon our own adult ignorances and prejudices, since we are "probably more complacent about our own ignorance and more certain that our own prejudices are right than any generation that has ever lived." Would we know a real education if we saw one? "Nothing is more indicative of our narrow, factual materialism today than the fact that we find it difficult to believe in youth or in mind or in free intelligence."—N. Y. World.

A UNIQUE REFERENCE BOOK

The Human Interest Library, issued by the Midland Press, of Chicago, combines the advantages of a textbook and an encyclopedia, in that while each volume is a distinct unit, it is so subdivided into chapters and sections, all carefully indexed, that it lends itself to continuous reading or to supplementary work.

For instance, in Volume One, called the "Wonder World" is the "Story of the World," followed by the "Wonders of the Human Body; of Animals and Plants; of Light and Sound; of Air, Fire, and Water; of Earth, Sun, and Stars." In Volume Two are Popular Science and Industry. Volume Three contains the story of our own country, told simply enough for a child of ten to enjoy. But herein occurs what seems a great omission: few maps, to give visual emphasis to the changes that took place, but this seeming omission is taken care of in an excellent map supplement. Volume Four, also, supplies this lack in part, in connection with "Travelogues," whose style is much more mature. Good outlines, too, enhance the value.

And now comes what should attract old and young alike: a volume of biography entitled Leaders of All Times—in religion, statesmanship, education, art, science, literature, war (we hope this is not to be taken as a climax). Again there follows a valuable outline, of leaders and epochs.

There is plenty of illustration, and an index. The type is clear, the limp leather binding simulates tooling. The volumes are not heavy—an objection in most encyclopedias.

Can we add more? The set recommends itself.

Before very long college educators of this country will have to face a problem that they have been getting nervous about for several years. It is a problem that is being felt in England as well as here.

Are the colleges of the country merging into country clubs for the enjoyment of the sons of the rich or are they to turn sharply to the right and take up their historic mission of being, first of all, educators of the youth of the land?

The thing that is worrying the authorities of American colleges, especially the large eastern ones, is the tendency of athletics to become the chief pre-occupation of the attending youths, sometimes ironically called "students."

The "sound mind in a sound body" talk has always been propaganda.

There are many ways of having sound bodies other than attending the inter-collegiate football games, boat races, golf tournaments and trapshooting matches. The truth is, the colleges have allowed a condition to grow up that they will find hard to remedy.

Any teacher who has tried the plan of pupil correspondence with foreign lands will testify to its value in creating a new viewpoint and, therefore, a new appreciation of other races and nationalities.

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A. N. SHERIFF,
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H. D. Roberts, Chicago Normal College

Signposts on the Trail

The attempt to understand the modern world is essentially a human one. Men have created and men can enable us to comprehend. The universe may be likened to a cryptogram to which a few highly developed minds hold the code. We have but to locate these minds and they will unseal many of the temple doors. Guide books in hand we may wander through the mazes, unraveling many of the secrets of the past, present, and future, and speculating on the meaning of life itself. It is a pleasant, eternal pathway.

In tracing a few vigorous currents of our advancing daily thought in science, business, and education, admittedly dominant features of our lives, and pointing out valuable late literature, the "outlines" must be our first consideration. Although much criticized by specialists for petty errors and omissions, as a whole they are compact, accurate, and easily read.

He has predecessors, but H. G. Wells with his famous *HISTORY*, now brought out in new enlarged pictorial edition is rightly lauded or maligned, according to the prejudices of the reader, as their legitimate father. The controversy begun by his traditional enemies—the conservatives—has been carried on by the jealousy of many ancient historians of all ages who do not yet comprehend that history is neither fact nor dependent upon fact, and that Wells is not a historian but a rather conservative prophet. Perhaps he is a bad one but as we make our decisions let us remember that in *ANTICIPATIONS* published in 1902, the year before the invention of a successful aeroplane, he expressed his personal opinion that by 1950 there would be heavier than air flying machines capable of effective use in war.

Chesterton, his inveterate enemy, whose rotundity belies the sharp thrust of his wit, predicted a little later in *THE NAPOLEON OF NOTTING HILL* that hansom-cabs would be in existence a hundred years hence due to the failure of invention. In six years there was a hansom-cab in a museum. It is a classic illustration of Aldous Huxley's fine line in that vibrant intellectual holiday, *JESTING PILATE*: "For

convictions and certainties are too often the concomitants of ignorance."

Wells was followed by Thompson with the *OUTLINE OF SCIENCE*, Drinkwater with *THE OUTLINE OF LITERATURE* and now J. Pijoan with the *OUTLINE OF THE HISTORY OF ART*. None of these has achieved the popularity or distinction of Wells' work because all lack his amazing vitality and insight into the springs of human interest.

The critics were writing an obituary for all "outlines" in general and Wells' in particular when Van Loon startled and delighted the world with *THE STORY OF MANKIND*, written for his own small boys, but so ably done that it has been appreciated by millions of young minds, aged ten to seventy. Following it we have Macy's successful *THE STORY OF THE WORLD'S LITERATURE*, and Will Durant's present popular *THE STORY OF PHILOSOPHY*, loudly decried by the metaphysicians and avidly read by the *FOUR MILLIONS*. All are able presentations of much of the cream of their respective fields. They will continue to be attacked by jealous workers in the exploited fields and read with delight by a public hungry for mental nourishment but disdainful of the indigestible stones of scholarship.

Science has had an excellent early protagonist in Slosson, especially in *CREATIVE CHEMISTRY*, but it was not until Dorsey issued his highly packed and imaginatively written *WHY WE BEHAVE LIKE HUMAN BEINGS*, in October, 1925, that the sleeping public proved to be only dozing. The book ran through twenty-five editions in a single year and daily sweeps steadily on to higher summits. The man who is not a recent graduate student in human biology and who has not read its simple and entrancing story of the beauty and mystery of his own body must be silent in more fortunate company.

Our great universities have not proved insensitive to public demands for understandable science, devised, as Huxley wrote, for the average man. In the Middle West the University of Chicago has issued *THE NATURE OF THE WORLD AND OF MAN* by sixteen noted members of its faculty, and Northwestern University has had

for some time a chair in Contemporary Thought. Baker Brownell, who is conducting this work, has just published a fine synthesis of the physical and spiritual world in its relation to man that is proving an entering wedge for the integration of the constantly growing inverted pyramid of human thought and investigation. Thinkers as diverse as John Dewey, Carl Sandburg, E. A. Ross, and Zona Gale have praised its beauty and co-ordination of knowledge. It is a frontal attack upon the monasticism of specialists, and the Balkanizing of our universities which has resulted from excessive specialization. "There may be no United States of knowledge," signals Mr. Brownell, "There may be no world empire of the real, one and inseparable, but it is time to try to find one." Many of us will follow such a ringing summons out of the maze of present day obscurity.

Throughout the volume there is careful summarization and, more important, synthesis of the late advances in science and sociology, from the Java ape-man to Einstein, and the influence of behaviorism upon our understanding of love and religion. It is a guide book to the modern world, finely conceived, executed with scholarship and scientific method, beautifully written, and bravely launched against the certain counter-current of the myopic and illiberal.

Turning from the field of general knowledge to the special department of society that deals with education, we find much transition, more confusion. Our schools, which from the beginnings have formed the chief bulwarks of democracy, are strangely enough the very institutions within whose walls the experiment of democracy is denied a trial. It is an interesting fact that from the desk of the rural teacher in our one-room schools to the office of the superintendent of schools in our great cities or the sanctum of the captain of erudition, the university president, there is nowhere any indication that pupils and teachers as such may make up responsible bodies capable of the degree of self-government accorded the laborer in industry or the most recently naturalized Turk, much less lawyers and doctors. "Votes for women" once led a subject group to victory against the dominant male. When shall we answer the slogan VOTES FOR TEACHERS? Pupils, too, suffer from almost total lack of representation. They are as much in need of an

Emancipation Proclamation as their teachers. We may not agree wholly with Shaw's recent indictment of our ineptitude and dependency: "If the students of the United States are to get any education, they must organize for it," yet both students and faculty are unquestionably among the groups who have never exercised the rights of self-determination.

It is true there are student and teachers' councils functioning in limited fashion in most of our rural and urban provinces, but as Kirkpatrick pointed out in *THE AMERICAN COLLEGE AND ITS RULERS*, they are largely concerned with the unimportant details. Where is there a representative body of either group that is moulding the curriculum, the methods of study, or determining types of school buildings in which both must live and work?

It seems to be sufficiently demonstrated that if they are ever to do these things they must find faith in themselves and demonstrate their capability. Once they have convinced themselves, their new found confidence will dictate the course they are to follow. Oppenheim's fine lines in "The Slave" give this fitting expression:

They set the slave free, striking off his chains . . .
Then he was as much a slave as ever.

His slavery was not in the chains,
But in himself. . . .

They can only set free men free . . .
And there is no need of that:
Free men free themselves.

But the problem of education is larger than self-determination although the latter may well prove to be the Open Sesame which will admit us to the green fields of a larger, more able profession. Adult education is today the shibboleth with which we hope to lure the wary, unthinking minds, our own and others, to school. New nets must be spread for our complacent birds or the old nets dipped in new dye. It is the perpetual problem of the *MEANING OF A LIBERAL EDUCATION* so well stated by Everett Martin in his famous lectures at the Peoples Institute at Cooper Union, New York City, just this year published in book form. It is the insistent demand that the human mind continue growth and expansion, gain new viewpoints, adapt and modify itself to the current of the day, not in a slavish acceptance of a passing fad, but for interpretative insight, understanding, and

the critical tests which must precede vital choices not based upon old prejudice, threadbare tradition, the whim of the hour, and the ruthless instincts of the human herd.

In a vein that runs parallel to Martin's capable work Joseph K. Hart points out fearlessly in his *ADULT EDUCATION* the futility of *education* when it is limited by and confused with *schooling*. Genuine education is not connected with either place or time—expands limitlessly. At present human nature follows in the trodden paths of the fathers. Children are brought up in the image of their parents, the process repeats itself, and the endless chain revolves, perpetuating old errors with the good. The dead hand of the past is on the steering wheel of civilization. Is there no way out? His answer is the education of the adult. Although, as teachers, we have considered the adult lost to able creative intelligence, we are speedily revising that mistaken judgment. Old dogs can learn new tricks—and they must. William James said, "By the age of thirty, the character has set like plaster, and will never soften again."

But we are unlearning a part of the psychology of yesterday. There *are* limits to mental growth and the intimately connected changes of character but we do not yet know clearly what they are. The possibilities of organized, purposeful education of our total adult population are enormous.

What part are the teachers of America and of the World to play in the direction of this rising conception of education as a continuous unfolding of the human mind and personality? Is there any doubt that the answer depends upon us? We shall be asked and if we fail, others will succeed to our opportunity.

Shaw's barbed epigram, "Those who can, do; those who can't, teach" carries the sting of half-truth, but he has not gone beyond it to the cause. The profession of teaching pupils—as distinguished from the business of administering education, is the only one which is continually decapitated. Promotion, industry, business and other professions drain our best as in no other single vocation. We cannot expect society to remedy this traditional stupidity. We are affected; we know the circumstances from our daily regime; we bear the consequences; we alone must initiate and press for change. In our activity, we can be assured we will receive the

support of many able groups who see clearly the results of the traditional morass into which we have drifted and out of which no species of muddling through will lift us.

In ending, what observations can we make on the chief current of modern American business in its relation to education and living? A pre-publication copy of Sinclair Lewis' new "preacher novel," *ELMER GANTRY*, lies before me on the table as I write. In two weeks, a month, six months—thousands, perhaps, hundreds of thousands will be reading it. Why? Because in it Lewis lays bare the deadly mediocrity of tradesman's standards sapping the honesty and sincerity of the church. Like *BABBITT*, it is the biography of a "go-getter": a four-square, red-blooded, two-fisted, 100 percent full of zip, noise, activity, bluster, efficiency. And what else? Little else. Is not that sufficient?

Prophecy is traditionally dangerous but this last volume from our great satirist seems to me likely to be less popular than his comment on George F. Babbitt, business man, and more so than his exposition of the life of Dr. Arrow-smith. As humanity we are more interested in religion than in our health, but today business is the colossus astride the world. Against its rising tide the creative minds of the world—in science, education, literature, and art, struggle like flies in treacle.

Dreiser in the *FINANCIER*, *TITAN*, and the great *AN AMERICAN TRAGEDY*, and Anderson in all his work are examples of souls in revolt against this crushing behemoth, this true descendant of the old barbarians, this glorious new Roman of Mr. Tarkington's *PLUTOCRAT*. M. C. Otto, of the University of Wisconsin, has vividly stated the issue in that thoughtful and beautiful little single essay volume, *NATURAL LAWS AND HUMAN HOPES*. He asks, "Shall business have a place in life, or *be* life? There is the issue and you make your choice." He gives "an old reply made by those touched by the upward striving of humanity—'Render unto Caesar the things that are Caesar's'—but remember he is Caesar, not God."

A series of articles by Dr. Joseph K. Hart on the Chicago Schools is appearing in the *Survey Graphic*. The one which appeared in March was called "What Price System?" The other numbers of the series will appear in June and September.

The Size of Classes and the Teaching Load

By Hiram B. Loomis
Principal, Hyde Park High School, Chicago

This article is a result of my reading two books. Its object is to call attention to the desirability of careful experimental study of several factors intimately connected with the size of classes and of the possibility of such studies being made by individual teachers with their present classes.

The two books are *SMALLER CLASSES OR LARGER*, by P. R. Stevenson, Public School Publishing Company, Bloomington, Illinois, and *RESEARCH FOR TEACHERS* by Burdette Ross Buckingham, Silver Burdette and Company. The latter book gives a clear and elementary presentation of the method of securing and handling statistics, a discussion of standard tests, and a description of new type examinations. The former book gives strong, though not conclusive, evidence that the results obtained from small classes are not enough better than those obtained from large classes to justify the small class.

If we grant that the small classes were taught as small classes ought to be taught and that the large classes were taught as large classes ought to be taught, I see no way of not accepting the evidence presented by Mr. Stevenson and avoiding the conclusion that for instructional purposes a class of twenty has but little advantage over a class of forty. Behind the question of the size of classes are two questions of technique: Do we know how to teach small classes, and do we know how to teach large classes? A question of technique can be investigated by a single teacher with two classes in the same subject, provided the classes are reasonably alike in mental capacity and scholastic attainment. The two classes may be treated differently and the results measured.

Before going into detailed suggestions for such experiments, I feel that I should call attention to a consideration Mr. Stevenson seems to me to have overlooked. A teacher in one of the Chicago schools in which Mr. Stevenson's experiments were tried made this very pertinent remark, "I believe I could get as good results from a large as from a small class if I put in enough work. I would have to give written work more frequently, correct it, hand it back promptly,

and insist upon pupils correcting their more serious mistakes." In other words the number of classes as well as their size is an important factor. I like to call the total number of pupils taught the *teaching load*. There are really two questions involved in the problem. How large should the teaching load be? And how should the load be distributed? If the load should be 150 pupils, should we have three classes of 50, four classes of 37 or 38, five classes of 30, or six classes of 25?

Let us next consider the technique of teaching a small class. There is a prevalent feeling that the advantage of the small class lies in the fact that the pupil gets more personal attention in the small class. It is easy to say we will give pupils more personal attention in a small class, but just what will we do for them that we do not do now for them or their classmates in our large classes? Can it be that the teachers of small classes in Mr. Stevenson's experiments did not know how to give this extra personal attention? Certainly the results in these classes show too little superiority for the small class. If there is a technique by which the extra personal attention possible in a small class can produce adequate results, it certainly devolves upon those who feel sure there is to develop it and show its results. A teacher with a large class can try an experiment which bears upon this problem. After determining the I. Q.'s and attainments of his pupils let him select two groups of half a dozen of as nearly equal ratings as possible. Then let him choose by lot the group that is to receive the greater personal attention, and give that group a double allowance of class time, treating the other group the same as the rest of the class. In the end let him give carefully prepared tests and compare the progress of the two groups. If there is a technique for small classes which was neither known nor used by the teachers in Mr. Stevenson's experiments, it ought to be given to the profession.

But the proper size of the teaching load is a different problem and, in my opinion, a much more promising field for investigation. Granted that a teacher can do equally well with one class of twenty as with one class of forty, it does not

follow that he spends the same time and energy on each, or that he can do as well with five classes of forty as with five classes of twenty. Again I want to insist that in the last analysis the question is one of technique. If a teacher has but four or five pupils at a time, it is possible that the instruction may be entirely oral; but when the numbers are materially increased, written work becomes a necessity. Otherwise the individual is not reached. Moreover this written work has no effect except as a spur unless it gets back to the individual in such a way that he is compelled to correct his mistakes. If the above statements are correct, there arise such questions as: How much written work should be given? How often should it be given? What kind of written work should be given? To what extent should the pupils correct others' work? How much must the teacher correct? How promptly should he get the corrected papers back to the pupils? And then for its bearing on the main issue of this paper there is the question: For how many pupils should a teacher be expected to do this work, and how should they be distributed in classes?

Thus a teacher with two classes in the same subject of approximately the same mental calibre and scholastic attainments has the possibility of a great variety of experiments. He has simply to adopt for each class a consistent policy involving a comparison of some one point, and measure his results at the end, keeping a careful record of the time involved in his work outside of the class in each case.

Not only will such experiments have a bearing on the question of the proper teaching load; but in my opinion, for high school subjects at least, there is no subject deserving more serious attention than the necessity for and the proper use of written work. For written exercises have a part to play in instruction and in holding pupils to the performance of their work as well as in testing and grading pupils.

New students are photographed upon registration at Pennsylvania State College. Under a plan inaugurated this year five prints will be made. One of these will be attached for identification to the student's records in the office of the registrar; others are for use of the college physician, the dean of men or of women, the dean, and the head of the department in which the student is enrolled.

TECHNICAL COMMITTEE OF LOCAL NUMBER 2

W. E. Hill

A Technical Committee, composed of at least one teacher from each Junior and Senior High School and each Continuation and Apprentice School has been organized from the membership of the Chicago Federation of Men Teachers.

It is the intent of this committee to study the technical and vocational course of study situation in the Chicago Educational system and to devise ways and means of bringing before Chicago school administrators, principals, teachers, students, trade unions, employers, and the public, the true general educational values to be derived from this field of education and the necessity for its general advancement in this scientific, mechanical, industrial and constructive day and age, and especially in such an industrial city as Chicago.

An investigation has been made into the reasons that have caused this form of education to be depreciated to the extent that the practical situation has been reached whereby certain shop studies have been entirely eliminated from the Chicago Senior High School curriculum and other shop studies placed in doubtful positions.

The initial movement of the committee took form in the presentation, to Chicago School administrators, of a paper dealing with technical teaching standards, examinations for future technical teachers and salary adjustment. Due to the favorable acceptance of this paper by certain school authorities, it is anticipated that favorable action will be taken in the near future by the Board of Superintendents and the Chicago Board of Education.

Following acceptance of the content of the paper by the necessary Chicago school authorities, subcommittees will be appointed to further its objectives, by promotion of the following elements necessary to its successful accomplishment.

- 1—Propaganda and promotion of Technical Training.
- 2—Working conditions of Technical teachers.
- 3—Teacher Examinations.
- 4—Courses of Study.
- 5—Cooperation with trade unions and employers.
- 6—Educational (For promotion of professional spirit among technical teachers).

Nothing brings more forcibly home the meaning of the term "this changing world" than the new Pronouncing Gazetteer of Webster's New International Dictionary. Take, for example, the mutilation of the one-time Austria-Hungary, the shifting of boundaries in the Balkan States, the rise of Free Cities, the autonomous areas and republics of Soviet Russia. And then there are the new names: Leningrad, Oslo, Bas-Rhin, Haut-Rhin and Moselle, and the many new tourist centers. Take an hour to look it through.

Our Locals

There are three teacher organizations in Chicago bearing the name of federation: The Federation of Men Teachers, The Federation of Women High School Teachers, Locals No. 2 and 3 of The American Federation of Teachers, affiliated with Labor, and The Chicago Teachers' Federation, Miss Margaret Haley, business manager, an organization of grammar school teachers, not now so affiliated, and hence not represented in this issue.

ATLANTA SCHOOL BUDGET

The appointment of a committee from the Atlanta school board to co-operate with the citizens advisory committee in determining upon a 1927 budget is the first definite step toward an amicable adjustment of differences between the two groups. It is an official recognition of the advisory rights of the citizens' committee which was appointed at the request of the Atlanta clearing house and as a condition upon which the funds to meet the \$800,000 deficit in 1926 was made available.

It is now earnestly hoped, and believed, that the different views as to school administration, economics and budget revisions, may be comported.

The members of the advisory committee are business men of wide experience and large affairs. Some of the members of the school board's committee are widely experienced business men. School administration is just as much a business as bank administration, or any other business, employing a large number of people and rendering definite services.

The citizens' committee has thoroughly surveyed the situation. The members unanimously claim that the schools can be operated on full time without any shut-downs or salary cuts, on the funds in sight.

If the two groups get together in a spirit of constructive cooperation, it is not difficult to see the end of Atlanta's school troubles. The citizens will expect that degree of co-operation and harmony.—*The Constitution, Atlanta, Ga.*

MANUMIT SUMMER SCHOOL

A Summer School under the auspices of the Teachers Union of the City of New York will be held on Manumit Farm, at Pawling, New York, sixty-four miles north of New York City. The school will be distinct from the organization of the regular Fall, Winter and Spring sessions of Manumit School. The Executive Committee of the Manumit Associates has granted the use of the property of Manumit School and Farm to the Teachers Union for the Summer session. The School will be open eight weeks, from July 8 to August 31, 1927.

Four lines of activity will be carried on by the student teachers and the expert staff: First, the philosophy of the new education movement; second, its psychology with the practical technic of group teaching; third, the comprehensive presentation and practice of craftwork. The first will be in charge of Dr. Joseph K. Hart, formerly Educational Editor of The Survey; the second in charge of Miss C. Elizabeth Goldsmith, Associate Director of Walden School, New York City; the third in charge of an expert teacher of the crafts; the fourth, the presentation and promotion of project work on the farm and in biological nature study, will be in charge of Dr. Henry R. Linville, Director of the School.

There will be no formal set of lectures offered by the expert staff. But under its leadership each day will be filled with observation and with the intensive analysis and discussion of everything that happens in the school.

N. Y. VOCATIONAL TEACHERS' PAY STANDARDIZED

Through the efforts of union teachers and the N. Y. State Federation of Labor, a bill to standardize salaries of teaching and supervising staff in part-time or continuation schools in New York City has passed both houses of the state legislature.

The American Home Economics Association is holding its twentieth annual meeting in Asheville, N. C., June 21-24. Miss Clara Lee Cone of Atlanta Local 89 will represent the American Federation of Teachers.

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